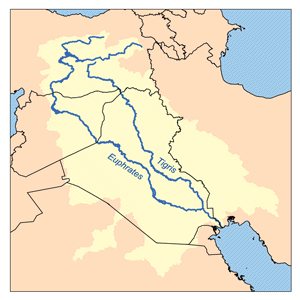
**Zoom in – Causation Analysis**

Relevant thinking skills – **Comparison, Causation, Contextualization**

Why do similarities and differences occur? Why are you a homework-doer, but your friend isn’t? Why can you sit still in class, but your friend can’t? Why can you talk to girls who you think are cute and are looking at you in that cute way, but your friend looks down at the ground and is convinced that they must be looking at the person behind him? Explaining these differences is hard and complex. The explanation is NOT “He wanted to do his homework, while I didn’t want to.” Rather, analyzing causation of similarities and differences lies in much deeper, personal roots. In AP World History, we write causation analyses about REASONS that similarities and differences occur. These reasons can often be found in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Circle the causation analysis in the paragraph below, and then list – what do you think makes a GOOD Causation Analysis?

*Both Ancient Mesopotamia and Ancient Egypt developed writing systems in their societies. In Mesopotamia, cuneiform was a language that used symbols to capture ideas and records. It was often used on stone. The Epic of Gilgamesh is one favorite story that used cuneiform. Similarly, in Egypt, hieroglyphics were used to show stories of pharaohs and Gods, and it was written on papyrus, an early type of paper, and on the walls of pyramids. A reason that both of these societies developed writing systems was their location in river valleys. Egypt was located in the Nile River, while Mesopotamia was located along the Tigris and Euphrates. This location allowed for the growth of civilization after the Neolithic Revolution, and therefore records needed to be kept of financial exchanges, deaths, and histories. As a result, both societies devised writing systems, demonstrating their complexity as early civilizations.*

Strengths? What are the cFs (criteria for success) for effective analysis?

*From the essay writing Bible:*

This is probably the most difficult section of the entire essay, and requires the highest level of thought. You need to explain **why history occurred similarly/differently** for these topics.

CRITERIA FOR SUCCESS:

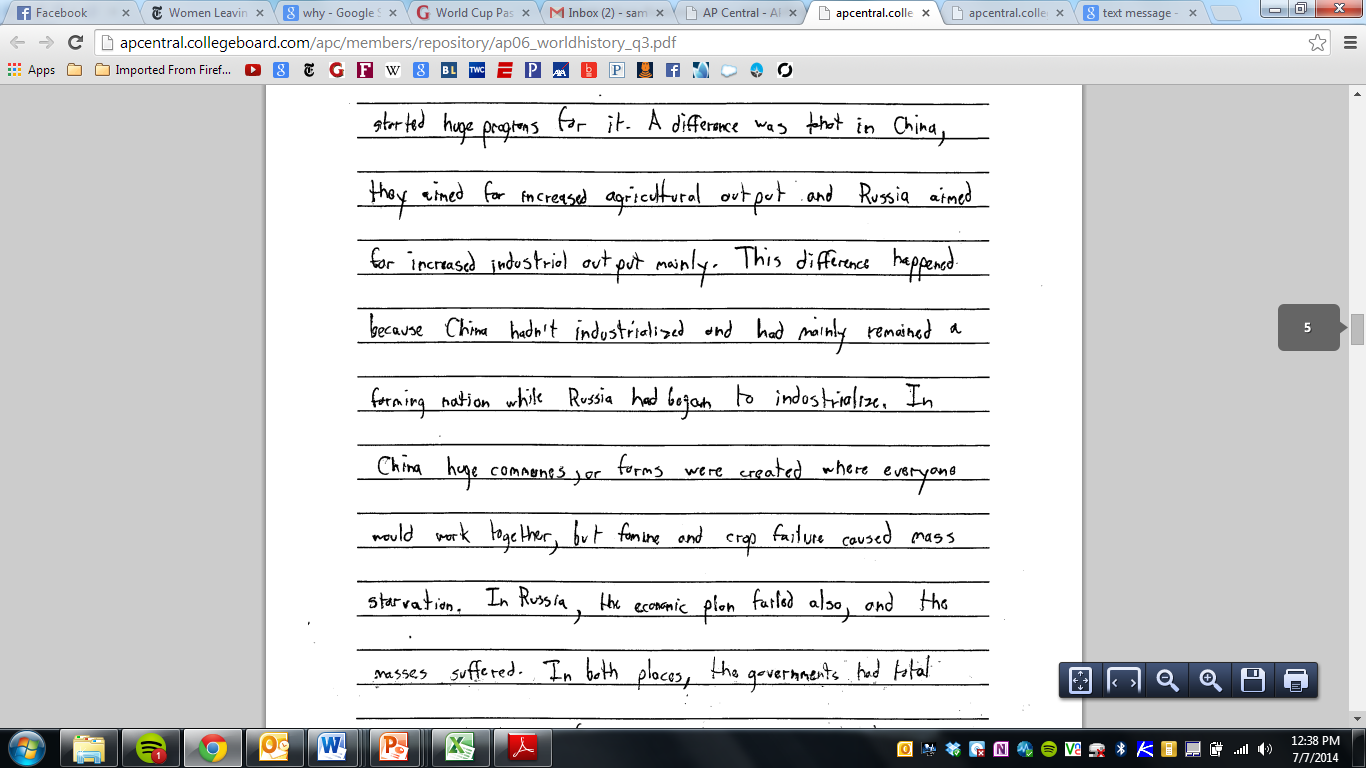
1. Remain historically focused—don’t get too focused on human nature (there was slavery because people are bad and are always mean to each other)
2. Use KEY VOCABULARY. **“The reasons why this happened; this happened because; This was due to”**
3. **Use illustrative detail to prove your claim about WHY this happened. It’s never just because “Europeans wanted to conquer.” What FACTS about Europeans GEOGRAPHY, CULTURE, or HISTORY explain their actions?**
4. Look back at the evidence you have given, and tie it to the comparison in question

**Sample Causation Analysis – Mexican, Chinese, Russian Revolutions**

**Sample Causation Analysis – Mexican, Chinese, Russian Revolutions**

*The reason that both Mexico and China sought land redistribution is because of the past history of the two regions. In previous empires, like the Spanish in Mexico and the Qing in China, certain privileges were given to landlords. As a result, Mexican and Chinese revolutionaries sought to correct this injustice.*

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| Thoroughly discusses the Reasons why the direct comparison history occurred (2 pts.)  Causation analysis must include a valid claim about reason for sim/diff, an illustrative detail clarifying the claim, and a justification connecting the causation analysis BACK to the comparison in question. Explanation must make clear sense and be 3-4 sentences long (2 pts.) | \_\_\_\_\_/2 |



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*A reason why both Mexican and Russian revolutionaries wanted to overthrow absolute rulers could be because the peasants gained awareness of notions of natural rights. Prior to the Mexican revolutions, there was the Latin American Independence Movements in which Enlightened thinkers like Simon Bolivar and his comrades revolted against the exploiting viceroys. The past history of Latin America thus gave motivation and cause for a revolution because they knew that their ancestors have revolted before and been successful.*

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Summarizer – Use your favorite song’s first initial to describe the main elements of comparative causation analysis:

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| **Element** | **Standard** | **Point (1)** | **Point (1)** |
|  | Is this introduction SAPE?  **S**pecific? (includes dates, regions, and the topic?):  **A**ddresses all parts of the prompt (both regions, both sims and differences):  **P**reviews your body paragraphs, at least three strong sims and differences  **E**valuates - takes a stand on whether they are more sim/more diff, why they are more similar or more different, and/or what the most signif cause of sim. or diff is | **\_\_\_\_/4** | **\_\_\_\_/4** |
| **Evidence Paragraph – Category 1 (Social, Political, Economic, etc.)** | Begins with a topic sentence, and supports topic sentence with a Direct Comparison between the topics of the essay – perhaps beginning with the word “Both,” or “While” or “Unlike” | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ |
| Includes at least 2, and preferably 3, examples of concrete, relevant and specific details that illustrate the direct comparison. Evidence should be SPECIFIC and CLEAR – so clear I can see it, and that it would make sense to someone who does not know world history (2 pts.) | \_\_\_\_\_/2 | \_\_\_\_\_/2 |
| Thoroughly discusses the Reasons why the direct comparison history occurred (2 pts.)  Causation analysis must include a claim about reason for sim/diff, an illustrative detail clarifying the claim, and a justification connecting the causation analysis BACK to the comparison in question. | \_\_\_\_\_/2 | \_\_\_\_\_/2 |
| **Evidence Paragraph – Category 2 (Social, Political, Economic, etc.)** | Begins with a topic sentence, and supports topic sentence with a Direct Comparison between the topics of the essay – perhaps beginning with the word “Both,” or “While” or “Unlike” | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ |
| Includes at least 2, and preferably 3, examples of concrete, relevant and specific details that illustrate the direct comparison. Evidence should be SPECIFIC and CLEAR – so clear I can see it, and that it would make sense to someone who does not know world history (2 pts.) | \_\_\_\_\_/2 | \_\_\_\_\_/2 |
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| **Evidence Paragraph – Category 3 (Social, Political, Economic, etc.)** | Begins with a topic sentence, and supports topic sentence with a Direct Comparison between the topics of the essay – perhaps beginning with the word “Both,” or “While” or “Unlike” | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ |
| Includes at least 2, and preferably 3, examples of concrete, relevant and specific details that illustrate the direct comparison. Evidence should be SPECIFIC and CLEAR – so clear I can see it, and that it would make sense to someone who does not know world history (2 pts.) | \_\_\_\_\_/2 | \_\_\_\_\_/2 |
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| **Elevation Point** | An extra “elevation” point can be earned for several reasons: an especially thoughtful essay, an essay demonstrating brilliant style or flair, an essay with extremely specific details and examples, an essay that utilizes uniquely original details and examples, one making impressively perceptive predictions or connections, etc. | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ |
| **TOTAL** | | \_\_\_\_/20 | Grading Sample Comparative Essays  \_\_\_/20 |  |